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ABSTRACT

A study examined the effectiveness of a team building model that was designed and used in the training of graduate teaching assistants (GTAs) in the Fall of 1994 in a speech communication department at a large midwestern university. The department employed 12 GTAs to teach 28 sections of the basic speech communication course. A team building agenda was introduced into the general training sessions for the GTAs. The Myers-Briggs Type Indicator and the Fundamental Interpersonal Relations Orientation-Behavior Awareness Scales measures were completed by the GTAs during their training sessions. GTAs also completed an evaluation form at the end of the training session. Results indicated that a strong sense of community developed among the GTAs and that there was a warmth and friendliness which had not been present in the GTA communal office for years. In the seventh week of the semester, after observing a few personality problems, a meeting was planned to help the group use what it knew about team building and group dynamics in problem solving. (Contains 13 references and a figure illustrating the concept and structure of human resource development.) (RS)

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ED 376 535

Using the Team Building Approach as a Management Tool for the Training of Graduate Teaching Assistants in the Basic Speech Communication Course Program

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Using the Team Building Approach as a Management Tool for the Training of Graduate Teaching Assistants in the Basic Speech Communication Course Program

Introduction

In the workplace, there is a growing need for human resource development accountability. Should this accountability be present in graduate teaching assistant (GTAs) training for the basic speech communication course? Would its inclusion add to the integrity of this program? Most of the training of GTAs concerns what is to be accomplished in the classrooms, and little time is spent on the development of them as professionals or on the consideration of their individual problems. Supervisors and managers of GTA programs should have the responsibility to view training in all aspects. Incorporating human resource development models in training programs might be an answer. One such model is the use of team building, which integrates goal setting models and interpersonal models.

The 1994, Speech Communication Association Convention Theme concerns Building Community. It promotes the: "exploration of the connectiveness and the collaboration among the many-faceted components of our profession." The communication profession has much research about organizational communication and how to supervise and how to manage human resources. Perhaps it is time to use that research and that effort by including new models into our training programs for GTAs to live with, to learn by, and to take ultimately into their workplaces. Knowledge needs to be accessed and to be used concerning: training and development functions, program development and designs, methods and media availability, training applications and locations of pertinent resources. Impacts on the GTA team and on its performance needs to be evaluated.

A team building model was designed and used in the training of GTAs in the Fall of 1994 based on a needs analysis and on an evaluation completed by survey and by interview, at a large midwestern university. Team building seemed to be one appropriate human resource development intervention which could improve group functioning. The process of team building is not new; working together for a common cause is a part of the history of people. It became an appropriate management tool from the Hawthorne studies and is used widely in current group behavior studies. There are

definite key symptoms which warrant the consideration of using team building management as one supervisory intervention approach. Team building training in the Fall of 1994 included: determining training needs, establishing specific objectives, selecting the methods for team building, implementing the program and evaluating the training.

Although team building is time consuming, it provides for the effective management of complexity within groups, for the motivation of task accomplishments, for group camaraderie and synergism, for higher quality decision making and problem solving, for contributions to teaching effectiveness and for the general well being of the graduate teaching assistants. Bringing human resource development practices into the GTA training programs is a win-win approach for building community and for establishing integrity in the classroom and in the workplace.

The beginnings and endings of all human undertakings are untidy.
John Galsworthy

Team Building

Team building is a process in which working groups analyze how they work together: (1) They report to a common supervisor; (2) They have similar work that makes a connection with the other group members; (3) With this group, they share common planning, shared goals and shared decision making in order to get their work done (Dyer, 1977). Team building tends to begin with a block of time to determine current group functioning and tends to follow a problem-solving cycle.

This team building process is certainly not new, it is not merely a fad of the times; it has been in existence since time began (Christen, 1987). There are certain symptoms which might warrant the consideration of team building use (Dyer, 1977). Of the twelve that Dyer listed, the following were conditions that existed in this program:

(1) Increase of grievances or complaints within the staff.
(2) Evidence of conflicts or hostility among staff members.
(3) Confusion about assignments, missed signals, and unclear relationships.
(4) Decisions misunderstood or not carried through properly.
(5) Apathy and general lack of interest or involvement of staff members.
(6) Ineffective staff meetings, low participation, minimally effective decisions.

When symptoms such as these develop, an action is necessary.

Team building is the active process in a program for interpersonal relations and processes (Pace, 1991). It is used as the "filling to the sandwich" of survey feedback which is a passive process and interventions which are a consultative process.

Human Resource Development

Since team building is a part of a human resource development (HRD) program, it is important to understand HRD and know how team building fits into its framework. The process of HRD assists individuals, groups and entire organizations in establishing and in maintaining effectiveness. Inherent in this concept is change. Human resource development is a part of a human resource management system which also includes planning, recruitment and selection, compensation and benefits, health and safety, labor and employee relations and human resource research.

An accepted definition of HRD is the planned, continuous effort by management to improve employee competency levels and organizational performance through training, education and development programs. It has three components: training, education and development. Training includes those activities that serve to improve an individual's performance on a currently held job or one related to it. Education consists of learning new skills, knowledge and attitudes that will enable the employee to assume a new job involving different tasks at some future time. Development involves learning oriented to both personal and to organizational growth but is not restricted to a specific present or future job (Nadler & Wiggs, 1989). An HRD program must have total support from management. HRD has the following process which is practiced in a continuous loop:

1. Determine training needs.
2. Establish specific objectives.
3. Select HRD methods and media.
4. Implement the HRD program.
5. Evaluate the HRD program. (Mondy et al, 1981)

Directors of the basic course must assume the role of the HRD manager and assist the GTAs in receiving the skills and knowledge they must have for entering the classroom. In addition to knowing the information which must be presented in any training program, the director must understand basic learning principles.

Some of these are (Mondy, et al, 1981):

1. Behavior that is rewarded (reinforced) is more likely to recur.
2. This reinforcement, to be most effective must immediately follow the desired behavior and be clearly connected with that behavior.
3. Mere repetition, without reinforcement, is an ineffective approach to learning.
4. Threats and punishment have variable and uncertain effects on learning. Punishment may disturb the learning process.
5. The sense of satisfaction that stems from achievement is the type of reward that has the greatest transfer value to other situations.
6. The value of an external reward depends on who dispenses the reward. If the reward giver is highly respected, the extrinsic reward may be of great value; if not, it may be without value.
7. Learners progress in an area of learning only as far as they need to in order to achieve their purposes.
8. Individuals are more likely to be enthusiastic about a learning situation if they themselves have participated in the planning of the project.
9. Autocratic leadership has been found to make members more dependent on the leader and to generate resentment in the group.
10. Overstrict discipline tends to be associated with greater conformity, anxiety, shyness, and acquiescence; greater permissiveness is associated with more initiative and creativity.
11. Many people experience so much criticism, failure, and discouragement that their self-confidence, level of aspiration, and sense of worth are damaged.
12. When people experience too much frustration, their behavior ceases to be integrated, purposeful, and rational.
13. People who have met with little success and continual failure are not apt to be in the mood to learn.
14. Individuals tend to think best whenever they encounter an obstacle or intellectual challenge which is of interest to them.
15. The best way to help people form a general concept is to present an idea in numerous and varied situation.
16. Learning from reading is aided more by time spent recalling what has been read than by rereading.
17. Individuals remember new information that confirms their previous attitudes better than they remember new information that does not confirm their previous attitudes.

18. What is learned is more likely to be available for use if it is learned in a situation much like that in which it is to be used, and immediately preceding the time when it is needed.
19. The best time to learn is when the learning can be useful. Motivation is then at its strongest peak.

A beginning step in the HRD process is to determine needs in training, education and development. This requires organization analysis, task analysis and person analysis (Wexley & Latham, 1991). The entire organization must be examined in order to know where training, education and development is needed. Importance and proficiency are important in task analysis to consider relevancy of the tasks and the necessary behaviors which are expected. Person analysis focuses on the individual employee and the type of training specific to the job. In this area, tests, role playing, hands-on exercises, case studies, etc., play an important role. Speech Communication Program Directors must also serve as coaches, as behavior models and as mentors.

Programs can fail if participants are not convinced of its worth and of its individual value to them. So evaluation plays an important role in any program. Pre/post testing is of upmost importance. Changing programs to fit needs is an important part of any program.

Team building, then, fits into the instumental role of the following Human Resource Development figures (See Figure 1, Pace 1991). It is a three stage process from unfreezing (to motivate, in order to make changes, changing to find new responses -, and refreezing, to stabilize and integrate changes (Pace, 1991).

The Team

The examined speech communication department employed twelve GTAs, in the Fall of 1994, to teach the 28 sections of the basic speech communication course. All were master's degree students in the department, with three returning students and nine new graduate teaching assistants. The GTAs are housed in a "fish bowl" arrangement, in one large room with desks and small partitions. In this work room the majority of the teaching assistants do graduate course work and do some of their socializing as well. The rationale for this one-room office space is: (1) work information can be shared readily, the existence of a support/feedback group is close at hand and friendships can be made; (2) it is also the only office space available.

The GTA training consists of a Fall Workshop (4-5 full days prior to the beginning of the Fall Semester) and a Spring Workshop (2 days prior to the beginning of the Spring Semester). Other training meetings are held, as needed throughout the semester. The primary focus of these workshops has been to review the book, the lectures and the projects specific to our hybrid speech communication text. A comprehensive GTA handbook, as well as other pertinent materials are provided. General graduate student information is provided.

Placing a critical eye on the current training of GTAs revealed that little more than an explanation of course content and grading procedures was actually offered. Since the basic speech communication course is a multi-sectioned, general education class (reaching approximately 900 undergraduate students per semester), consistency between sections is important. As such, a thorough explanation of course content and objectives is important; however, current training neglected the development of the GTA as an employee.

Identifying and addressing this need required a paradigm shift by course administrators and graduate teaching assistants. Previously, GTAs were viewed as students first and employees second. Our desired paradigm reversed this hierarchy and ranked teaching assistants as employees first - employees who, for the most part, had no prior training in the job they were expected to perform, that of classroom instruction. This identity shift meant that employee needs had to be addressed with equal weight to course/departmental expectations. Approaching necessary changes from the perspective of HRD was a natural choice.

In the past, group cohesiveness, or the lack of cohesiveness, was not brought directly to the attention of the course director; any problems, of a personal nature which might have impacted on the group, were handled by the teaching assistants themselves. However, during the 1992-93 and the 1993-94 years, there was conflict that did damage, according to later reports, the GTA office climate.

Following the 1992-93 year and training, evaluations were given to the GTAs requesting feedback on their teaching year and needs that should be addressed in the 1993-94 training workshop. A change of format resulted that included the desired changes (examples: more experiential learning lectures, more training involvement from the returning GTAs, etc.) After the workshop training, interpersonal problems began once more. Something needed to be done. The research indicates that supervisors spend twenty percent of their time managing conflict (Conrad, 1991; Thomas, 1976). If this is

even partly true in the supervision of teaching assistants, it is not indicated in the speech communication research. A model for conflict resolution was used with a conflict resolution plan (Mandeville, 1993).

A Conflict Resolution Goal Plan

1. Identify and define the conflict. Make a clear statement of the problem as you see it.
2. Analyze the problem. How does the problem make you feel personally? USE "I"...only. Do you want a solution that will be the best one for the group or the best one for you personally.
3. Generate as many solutions as possible. At this point, try not to select your "best ones," as it can stifle the creation of even better ones.
4. Evaluate the alternative solutions as to which might work and which might not work, and give the rationale for all.
5. Decide on the best solution after viewing the alternatives.
6. Implement a solution and figure out how it might operate both personally for you and for the group.
7. Follow up the solution and evaluate it.
8. Figure out how it might be used to see that next Fall, 1994, problems might be avoided.

Although some of the conflict was resolved, and the interpersonal situation improved, something more seemed to be needed. The plan to introduce another HRD model was conceived, and the model that was chosen was team building.

Team Building Model Fall 1994

Determining the Training Needs

Needs Analysis and Data Collection	1. Evaluations of the training workshop and the GTA function, given at various times from 1992-1994.
	2. Interviews with GTAs from 1992-1994.

Establishing Specific Objectives

Necessary Changes in the GTA Training Selected	1. More input from returning GTAs within the workshop framework (mini-lectures, etc.).
	2. More emphasis on ice breaking.

3. More experiential exercises, less director lectures.

Selecting From the HRD Methods

Team Building Methods Introduced as an Integral Part of the GTA Training

1. Icebreakers.
2. Myers-Briggs Type Indicator administered to the GTAs for understanding one's own behavior as well as the behavior of others.
3. FIRO-B scales administered to the GTAs for understanding how they relate to team member interaction and team effectiveness.
4. More team (group) experiential exercises and discussions.

Implementing the HRD (Team Building) Program

Planning when to Integrate the Interpersonal Testing Methods and Team Experiences

1. Discussions about instrument results and their role in team building.
2. Integration of the information with the General Training of the GTAs.

Evaluating the HRD Program

Developing Appropriate Evaluation Instruments

1. Administering an evaluation instrument (not identifying respondents) and evaluating the results.
2. Using the data to enhance further GTA training.

With this in mind, the team building agenda was introduced into the general training. Group discussions about the results of the instruments reinforced the purposes of the testing. It was important for the GTAs to know how this information can be integrated in the whole speech communication program. The mentioning of the word 'team' was throughout.

It is necessary and important for course directors to have the approval of the Department Head as well. In maintaining the spirit, our Department Head wrote in an opening summer letter to GTAs concerning the upcoming training:

The best graduate programs are ones marked by a sense of community. That sense of community rests on our shared responsibility to the students we serve, and on an identification with our discipline, department and each other. Graduate education is not just a collection of courses, tests and research projects. It is a shared experience. It manifests itself not only by encouraging, helping and supporting one another, but also in a realization that we learn and grow better as a group than as individuals.

Rationale and Administration of Standardized Instruments

Myers-Briggs Type Indicator (MBTI)

The Myers-Briggs Type Indicator (MBTI) is a self-report questionnaire designed to identify psychological types based on theories developed by Carl G. Jung. The MBTI carries more than 50 years of research and development and is the most widely used instrument for understanding normal personality differences (Myers, 1993). Results aid in the identification of individual strengths and unique abilities. With this information, individuals come to a better understanding of self and a better understanding of differing personality types. Individual presence to differing personality types is noted for enhancing cooperation and productivity within an organizational setting (Myers, 1993). MBTI results can be further utilized in self-development, career development and exploration, relationship counseling, academic counseling, organization development, team building, problem solving, management and leadership training, education and curriculum development, and diversity and multicultural training (Myers, 1993). These applications are by no means exhaustive.

The MBTI identifies sixteen, individual personality types. Scales used in the MBTI are concerned with the basic functions of perception and judgment: what people attend to in any given situation and how to draw conclusions about the situation. The sixteen types emerge from four indices, or preferences, which as postulated by Jung, direct perception and judgment. Briefly stated, the four preferences are:

Extraversion-Introversion (EI). The EI scale determines individual orientation in regard to perception and judgment. Extraverts are oriented primarily toward the outer world; thus, they tend to focus their perception and judgment on people and objects. Introverts are oriented primarily toward the inner world; thus, they tend to focus their perception and judgment upon concepts and ideas.

Sensing-Intuition (SN). The SN scale identifies preferences in perception. Sensing individuals perceive observable facts or happenings through one or more of the five senses. Intuitive individuals perceive meanings and relationships.

Thinking-Feeling (TF). The TF scale identifies preferences in judgment. Thinking individuals reach decisions impersonally on the basis of logical consequences. Feeling individuals reach decisions based on personal or social values.

Judgment-Perception (JP). The JP scale determines the process an individual uses in dealing with the outer world. A person who prefers judgment (J) reports a preference for using judgment (either thinking or feeling) in dealing with the outer world. A person who prefers perception (P) reports a preference for using a perceptive process. (Myers, 1985/1993)

Participants in the workshop/training completed MBTI questionnaires on the second day of training and received results during the afternoon session. After an explanation by the facilitator of the MBTI and related personality types, the group was invited to offer questions for group discussion. Disclosure of individual personality types was voluntary; however, each participant eagerly revealed individual results to the group. As this open forum concluded, workshop members were divided into four groups with three members to each group. Each group was then presented with a mock conflict situation and asked to provide resolution. Groups were allowed 15 minutes for this process. Once completed, each group was then asked to describe the scenario and to explain their solution. Groups were then asked how working as a team had benefited each individual and how it had benefited the problem solving process.

Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)

The FIRO Awareness Scales have achieved widespread use since their publication in the late sixties. Aside from ease of administration and interpretation, much of the scales' popularity stems from the non-threatening nature of the questionnaire. The FIRO-B was developed to measure an individual's characteristic behavior toward others in the areas of inclusion, control and affection. The FIRO-B scales are based on the Schutz theory that all human interaction can be divided into three categories: issues surrounding inclusion, issues surrounding control, and issues surrounding affection. The FIRO-B theory of group development states

that groups move through inclusion issues, control issues, and affection issues respectively, and continue to recycle the process throughout their duration (Schutz, 1978). Interpretations of FIRO-B results are based on behavioral definitions of the three categories; briefly presented as:

> **Inclusion (I).** The interpersonal need for inclusion is the need to establish and maintain a satisfactory relationship with people with respect to interaction and association.
>
> **Control (C).** The interpersonal need for control is the need to establish and maintain a satisfactory relationship with people with respect to control and power in relation to the decision-making process between people.
>
> **Affection (A).** The interpersonal need for affection is the need to establish and maintain a satisfactory relationship with others with respect to love and affection. (Schutz, 1978)

The FIRO-B was administered on the third day of training with results discussed during the afternoon session., Members were then asked to choose a past team experience and to relate specific positions held or specific actions taken to their FIRO-B results. This exercise was geared at group dynamic. An additional benefit to this instrument is that the Schutz theory is discussed in the textbook used in the basic speech communication course.

Results

The results were more successful than even anticipated. A strong sense of community resulted which is important because there will be problems. With this sense of team, a nucleus of respect and of understanding was established that could provide a means of dealing with difficulties.

This initial reaction was one of strong socialization. Many social events were planned early on which gave the GTAs an understanding of each other. There was a warmth and friendliness which had not been present in the GTA office for two years. Much of the success was attributed to the team building that played the binding part of the workshop.

A four page evaluation form was given to the GTAs

following the workshop. The information secured anonymity which was important for an accurate evaluation. The evaluation survey was divided into questions on: the general program, the classroom, the office and the individual as a team member.

Under general information, it was almost unanimous in the GTA: understanding of the basic speech communication, understanding of the Master's Degree program, the Department policies, the University policies, and the salary information. There was space for general comments on what could be included in this area for future training workshops. The responses were very positive. Questions were also asked concerning the presentation of materials, the tone, pace, flow of the training workshop, the length of the workshop and the daily sessions and to whether or not their training objectives and personal objectives were met. Again, the responses were very positive.

Under the classroom category, questions about structure content, the training manual, the video presentations and the experiential exercises were asked. In addition there were questions about preparation for the beginning of classes and the interaction with their students. Suggestions were requested about how to improve on our materials. The responses were very positive.

Under the category of the office, questions about collegiality and professionalism (as an instructor, as a member of the department, and as a member of the graduate student body) were asked. Questions concerning their understanding of their professional expectations, their appraisal interviews and their impression on the approachability of the faculty and staff were asked. Again, responses were very positive.

It was in the area of the individual as a team member where the achievement of the 1994 GTA training workshop was lauded as being very successful. It was rated as outstanding in this regard.

GTA comments were as follows:

Great, served its purpose well.
We all can learn from one another, support one another in times of weakness, and draw upon individual strengths.
In any group situation, team work is the key to success.
Unity and cohesion of all members are the by-products.
The stronger the team, the more successful the program.
Tools that taught us about ourselves as well as others.

Worked out well, turned out to be an event that actually drew the team together.
Helped clarify everything.
Loved it!
Fantastic!
Great idea!
Excellent for acquainting me with others.
Many minds are better than one.
This input will help the program grow.
Helped us to get to know one another.
Felt a lot of support; able to support each other.
We all work together to make things work.
Most important, we got a chance to get to know each other and hopefully avoid problems that might arrive in the future.
Excellent, and fun!
The working together equals a better program.
Good idea because I learned about myself and my peers.
Worked out great - the best way possible.
Very relaxing atmosphere.
Helps me to see the other TA's views and opinions.
I didn't really know what to expect; the director/trainer made all of my doubts go away.
It increased my self-esteem.
It united us to help one another.
I got to give examples of the problems I encountered.
It was beneficial in that we all got to know each other quickly.
Loved it, we can always learn more about ourselves.
Oh my gosh! I'm a control freak! I guess it's beneficial that we know this.
Good simulations.
I need the companionship.
My approachability and love for teaching and learning were enhanced in this group.
I thought the team building exercises were more important that the speech communication training material.

The team building enhancement to our basic speech communication course training program was highly successful. It will be integrated into future programs, and undergo changes as directed by future evaluations. Directors of the basic course train diverse audiences of graduate teaching assistants. This program cannot meet all expectations, but might serve as a model for many programs.

Recent Use of Team Building

Despite the fact that the "team" was socializing a lot and seemed to have a sound base, with a group of 12 there were bound to be problems introduced. The challenge was for

a group with a sound beginning, and a basic understanding of one another to address the first major problems.

In the 7th week of the Fall Semester, after observing a few personality problems, a meeting was planned to help the group use what it knew about the team building and this group dynamic in problem solving. Following is a letter and some models to for the group to use in conflict resolution.

October 3, 1994
Dear Speech Communication GTA Team Members,

It is very human to have some interpersonal conflict in groups. However, the goals should be to learn how to solve group problems and how to grow from the experience. There is always an underlying concern that the interpersonal conflicts that might occur in the GTA office might spill over into the classroom somehow or to the students visiting the office.

The teaching assistant office situation is unique at Oklahoma State in that all of you are housed in the same, large office (separate desks and temporary screening) in a "fish bowl situation," and that you are asked to learn to sink or to swim along side of each other. The rationale for the large office space was that if the climate in the office was friendly and supportive, the productivity should be good as well (and it was the **only available office space**!). A comfortable, friendly workplace is important. As busy as teaching assistants/graduate students are, extra stress is not needed!

As **speech communication consultants**, it is important to be able to solve problems and to learn from them. This should be an important, positive learning experience for all of you before you embark on projects to solve the problems for others. So, as a growth and a learning experience for everyone involved, the conflict resolution situation needs to be addressed by your group. Certainly this situation is REAL LIFE and, what is learned from it, should be valuable for all of you in the future. It is clearly evident to me that all of you wish to solve your own problems and to be a unified team. Remember, each one of you plays a role in this; don't let small, non-productive, factions form.

Remember the training workshop, with the results of the Myers-Briggs and the Firo-B, showing that you are all unique and different. All the uniqueness and all the differences are important in this group, but it

requires an understanding of and a respect for others' differences.

You are wonderful people; you are a wonderful team. There were bonding friendships. It is obvious that you have the sound roots which make you a basically sound team. Use your strengths as a group to solve your problems. Communicate with each other. I know that your team can and will be successful with this endeavor.

Sincerely, and with great respect for each of you,

Director Signature

Following are some models which might be helpful:
A CONFLICT RESOLUTION GOAL PLAN

I. **Identify and define the conflict.** Make a clear statement of the problem as you see it.

II. **Analyze the problem.** How does the problem make you feel personally? USE "I"...only. Do you want a solution that will be the best one for the group or the best one for you personally.

III. **Generate as many solutions as possible.** At this point, try not to select your "best ones," as it can stifle the creation of even better ones.

IV. **Evaluate the alternative solutions** as to which might work and which might not work, and give the rationale for all.

V. **Decide on the best solution** after viewing the alternatives.

VI. **Implement a solution** and figure out how it might operate both personally for you and for the group.

VII. **Follow up the solution** and evaluate it.

VII. **Figure out how it might be used** to avoid future problems.

The Mack/Snyder Model (1957)

1. Conflict requires at least two parties capable of invoking sanctions on each other.

2. Conflicts arise due to the existence of a mutually desired but mutually mutually unobtainable objective.

3. Each party in conflict has four possible types of action alternatives:

   a. to obtain the mutually desired objective.
   b. to end the conflict.
   c. to invoke sanctions against the opponent.
   d. to communicate something to the opponent.

4. Parties in conflict may have different value or perceptual systems.

5. Each party has resources which may be increased or diminished by implementation of action alternatives.

Build your adversary a golden bridge to retreat across. Sun Tzu

The William Ury Model

In a book by William Ury (1991, pp. 11, 35, 59, 87, 111), five steps of breakthrough negotiation are described. The final chapter includes turning adversaries to partners (Ury, 1991, p. 137) Ury is the Associate Director of the Program on Negotiation at Harvard Law School and a consultant and seminar leader:

D **Don't React: Go to the Balcony**
This is metaphorical for the mental detachment, setting aside your natural impulses and emotions, of separating yourself as a third party.

A **Aim at Disarming Your Opponent: Step to His/Her Side**
Before negotiation is possible, it is necessary to work on climate and to diffuse your opponent's anger, fear and suspicions. The opponent expects attack, so do the opposite and listen and acknowledge his/her point and agree whenever possible; step to his/her side.

N **Now Change the Game: Don't Reject...Reframe!**
Instead of rejecting your opponents position, which is reinforcing, direct his/her attention to the problem of meeting each sides interests. Take whatever is said and rephrase it. "Why is it that you want that? What if I were to...? Go around "refusals to budge", deflect attacks by ignoring them, ask questions which expose tricks. Change the game by changing the frame.

C **Create (or construct) an agreement that makes it easy to say yes: build the opponent a bridge.**
Construct an agreement which is easy for you to get a "yes" response. If the opponent stalls, don't push, but draw him/her in the direction you want him/her to go. Become the mediator. Incorporate ideas, identify and satisfy unmet interests and basic needs. Help the person to save face and see the outcome appear to be a victory for him/her.

E **Educate. Make it difficult to say, "no." Bring the person to his/her senses not his/her knees.**
Explain the costs of agreement. Ask reality testing questions. Warn, never threaten. Give reassurance that the goal is mutual satisfaction, not victory.

Although it is early to assess if this HRD use of conflict resolution, within the team framework, was successful, early reports were positive. The following general comments were made:

1. From now on it would be more productive to vent personal problems outside of the office environment.
2. We appreciated the opportunity to solve problems as a team group, on their own.
3. The reputation of this program down the road could effect everyone.
4. It is important, as speech communiction consultants, to indeed solve their own problems.

This Basic Course Director is hopeful!

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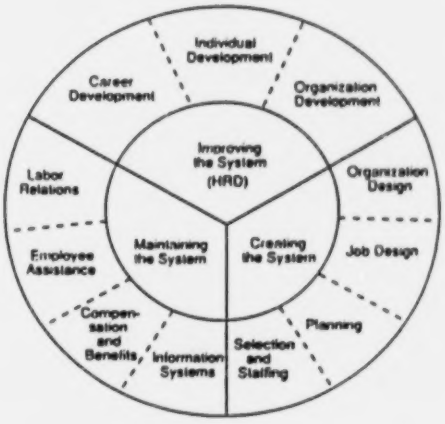
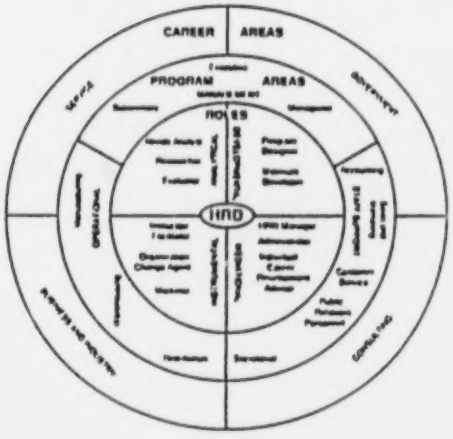
FIGURE 1

THE CONCEPT AND STRUCTURE OF HUMAN RESOURCE DEVELOPMENT

Human Resource Activity Areas



Human Resource Development Profession



Human Resource Development Roles

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